



Unit 10: **Cotton, Cattle, & Railroads**

Lesson 4: **What's the story?**

Two men herding cattle down a street, August 14, 1897

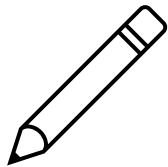
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Warm-up:

Follow the directions to complete your warm-up



- Read the three newspaper headlines in your graphic organizer.



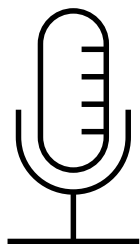
- Write at least ONE piece of information you would expect to find in each article based on its headline.



- Share with a partner.



Share with the class



In the article titled,
“ _____ ” I would
expect to read _____

Essential Question



What were the most significant events of Cotton, Cattle, & Railroads? What were the details, causes, and effects of each event?

In today's lesson...

- 1. We will** examine six primary topics and themes in Cotton, Cattle, & Railroads to identify the major events that shaped the era in the United States and Texas.
- 2. I will** read six short passages about key events to determine the dates, primary details, and significance of key events that occurred during Cotton, Cattle, & Railroads.

1) An Era of Growth and Change *1870 - 1900*



Children picking cotton
in a field near Houston.
The Library of Congress



Shooting Buffalo from a train
The Library of Congress



Cattle grazing
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2) The End of Comanche Dominance of the Plains *1875*



Kiowa drawings of
conflicts on the
Plains. 1880 – 1890

The Newberry Library

3) Cowboys and Cattle Drives 1860s - 1890



Cowboys herding cattle on a cattle drive, 1910.

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4) The Rise of Mega Ranches *1870s - 1900*



Cowboys branding cattle at the Five Wells ranch, 1889.

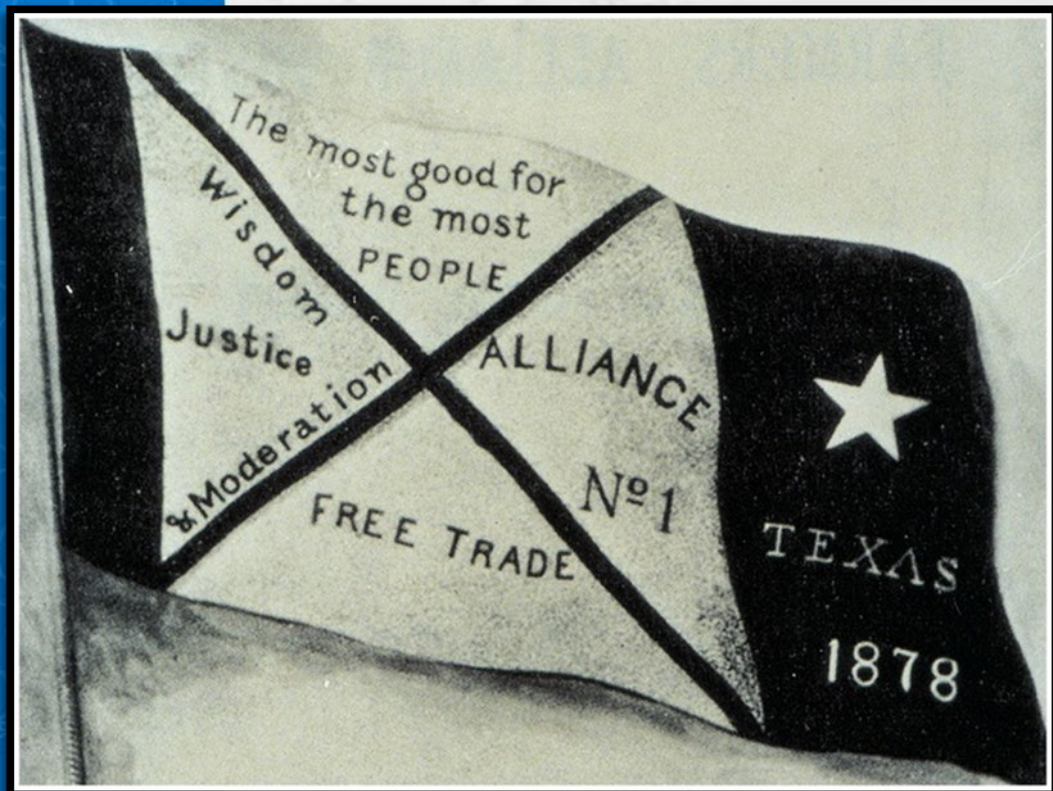
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Cowboys “dipping” cattle to treat them for disease at the J.M Keuhn ranch, 1900.

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5) Farmers & Laborers Organize *1870s – 1890s*



Banner of the Farmer's Alliance



Farmer's Union Warehouse, Rogers, TX 1907.

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6) The Rise of Jim Crow in the South *1890s – 1960s*

AFTERNOON SESSION.

Mr. Mays, colored member from Brazos, opposed the bill and believed it would be dangerous and likely to increase the prejudices of colored people, who are innocent, harmless people and only want a fair show. He thought it a bad measure for the democracy and one of the best political strings for the republicans to pull.

Mr. Stevenson of Parker proposed a substitute for the bill simply authorizing the railroads to provide separate cars, and, in case it is done by any railroad, provides for the enforcement of separation. He held that half the lines in Texas have no colored passengers and it would increase their expenses without any necessity for it. If left optional the roads having colored passengers would, under the substitute, provide separate cars.

The Galveston Daily
News. (Galveston, Tex.)

Tuesday, March 26,
1889, newspaper, March 26,
1889

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Exit Ticket:

Follow the directions to complete your exit ticket.



- Choose ONE event from the list in the middle of your chart.



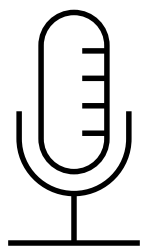
- Write at least one cause and one effect of your event in the spaces provided.



- Share with a partner.



Share with the class



I chose the event titled,

“_____”

One cause of this event was _____, while one effect of the event was _____